APPENDIX GA36a

LEVEL 5 ASSESSMENT SPECIFICATION

Programme:	**BA Computer Animation and VFX**		
Module:	**Virtual Production Design L5**		
Module code:	**ACCA5042**	**Contribution to Overall Module Assessment (%):**	**Assessment Component 1 - 70%** **Assessment Component 2 - 30%**
Lecturer:	**Nabeel Masih**	**Internal Verifier:**	**Adam Head**
Assignment Title:	**Design an environment for virtual production**	**Word count (or equivalent):**	**Portfolio assessment**
Submission deadline:	21th May 26 – Virtual Production Pipeline Presentation and workflow handing 11:00pm Assessment Component 1 Planning and realisation of VFX Shot & presentation 70% Assessment Component 2 Production Tracking 30%	**Return date of provisional marks & written feedback:**	**No later than 20 working days post submission date.**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable): Practical Coursework** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the		

	Extenuating Circumstances Panel may approve a change to submission dates.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited, or quoted in order to complete this assessment.

Learning Outcomes
Upon the successful completion of this module, the student should be able to: • Analyse and synthesise the principles of Look Development using both traditional methods and digital virtual technologies • Acquire visual acuity and competency in production-based skills - within the acquisition, manipulation and calibration of digital virtual worlds
Aims • To apply artistic scene sensibilities and technical decision-making in the visual areas of look development within animation and VFX • To advance methods in the iterative design process within virtual, realtime technological productions

TASK DESCRIPTION

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒

Virtual production design has transformed the landscape of filmmaking and television, enabling a seamless blend of tangible and digital realms. This task is crafted to plunge you into the forefront of virtual production artistry. You will embark on the journey of orchestrating, executing, and showcasing a captivating virtual production shot utilising real-time rendering, LED walls, or green screen arrangements harmonized with 3D landscapes. The aim is to illustrate your grasp of the virtual production workflow, merging live-action visuals with virtual components, and innovatively leveraging real-time technology to elevate the art of storytelling.

Please be advised that certain segments of the session will take place within the Immersive Space located in the Library for the purpose of finalising your production.

Production Tracking - 30% - 1500 words

Pre-Production & Planning

Objective:

Thorough planning is essential for the successful execution of a virtual production shot. In this section, you will outline your creative vision and technical requirements for the project.

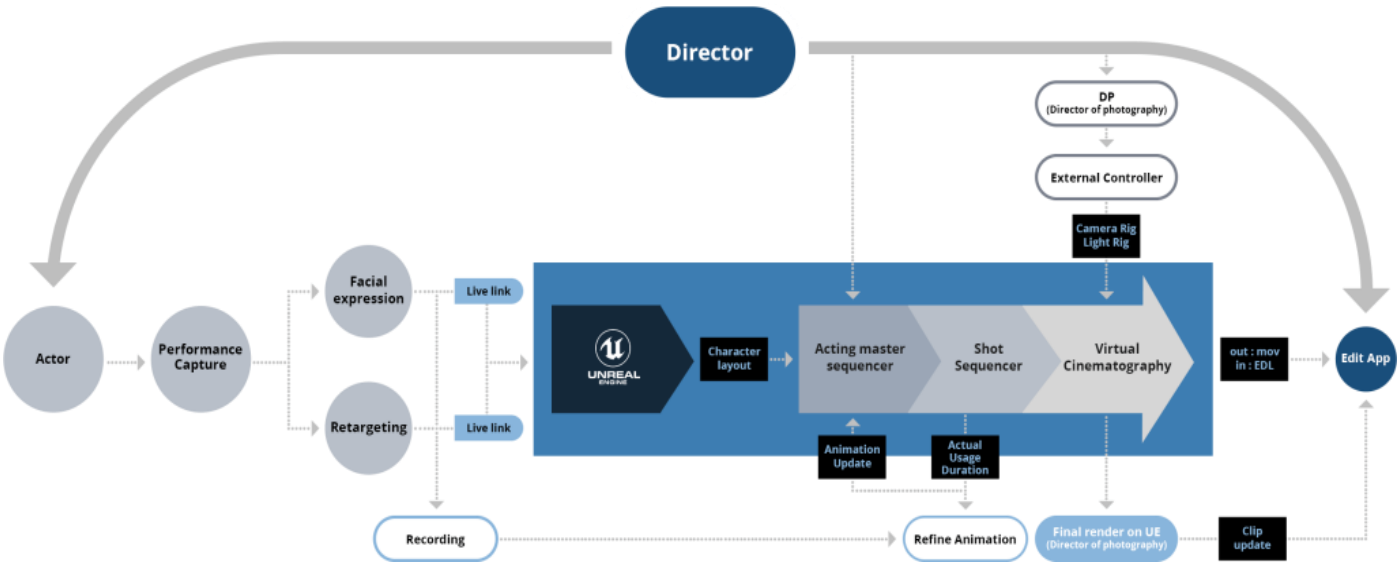
Deliverables:

1. **Concept Outline (500 words):**
   - Write a brief description of the virtual production shot, explaining the narrative context and how virtual production will enhance the storytelling.
   - Discuss the creative vision, including how you will integrate live-action and virtual elements.

2. **Storyboards & Previsualization:**
   - Create a storyboard to visualise the composition, camera movements, and key elements of the shot.

3. **Shot Breakdown:**
   - Provide a breakdown of the shot, focusing on key elements such as camera tracking, lighting design, and virtual environments.
   - Identify the use of real-time rendering software Unreal Engine and any physical production elements such as LED walls or green screen.

4. **Schedule & Resource Allocation:**
   - Provide a detailed production timeline, covering the pre-production, shooting, and post-production phases.
   - Include the required software, hardware, and any other resources, such as actors, props, or virtual assets.



Planning and realisation of VFX Shot & Presentation – 70%

Execution of Virtual Production Shot

Objective:

Create a virtual production shot, showcasing your ability to combine live-action elements with real-time virtual environments. This part of the assignment will test your ability to use virtual production tools and techniques to achieve seamless integration. Please note that we will be using VIV Mars Cam Track system https://mars.vive.com/

Deliverables:

1. **Final Virtual Production Shot (10-30 seconds):**
    - Submit a finished virtual production shot, combining live-action footage with virtual environments in a cinematic and visually coherent way.
    - Use real-time rendering or compositing techniques to blend the live-action and virtual elements convincingly.
2. **Behind-the-Scenes Breakdown Video:**
    - Create a short video (2-3 minutes) showcasing the process of creating the shot. This should include behind-the-scenes footage of the shoot, explanations of virtual environment creation, and how real-time rendering was integrated with the live-action footage.

Part 3: Presentation

Objective:

Deliver a professional presentation to the class, demonstrating your creative and technical process in planning and executing the virtual production shot. This should highlight your problem-solving abilities and your understanding of the virtual production pipeline.

Please note that the presentation date will be posted in the Moodle area closer to the scheduled time.

Deliverables:

1. **Presentation (5-10 minutes):**
    - Present your concept, shot breakdown, and the steps you took in producing the virtual production shot. Use slides to support your explanation, covering:
        - The narrative and creative goals.
        - The virtual production setup (e.g., LED wall, green screen, real-time rendering pipeline).
        - Technical challenges and how they were overcome.
        - Reflection on the success of the shot and areas for improvement.
2. **Q&A Session:**
    - Be prepared to answer questions from your lecturer and classmates regarding the creative and technical aspects of the shot.

Assessment Criteria:

Criteria	Weight (%)
Pre-Production & Planning Quality of concept, storyboards, technical breakdown, and resource management.	30%
Execution of Virtual Production Shot Technical proficiency, integration of live action with virtual elements, creativity, and visual quality of the shot.	50%
Presentation Ability to clearly communicate the virtual production process, including responding to questions during the Q&A.	20%

Submission Guidelines:

- **File Formats:** Submit the final shot and behind-the-scenes video in MP4 or MOV format. Presentation slides should be submitted in PDF format.

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The file name of your submitted folder must be formatted as follows:
StudentID_StudentName

Failure to follow this procedure may mean that work cannot be assessed.
No submissions by e-mail will be accepted under normal circumstances. If you have any difficulties submitting your work through Moodle, please contact n.masih@uwtsd.ac.uk

The maximum file size for Moodle uploads is 100MB. Therefore, for your compressed ZIP folder to be uploaded to MOODLE, the .zip file must be below 100MB. If your .zip file is bigger than 100MB, please upload your work to ONEDRIVE and upload the URL of your work in the TEXT online submission feature within MOODLE to communicate the ONEDRIVE location of your work to your tutors.

Additional Notes:

- You are encouraged to seek feedback on your concept and technical approach during the planning phase.
- You can collaborate with other students, but everyone should clearly define their role in the project, and their contributions will be assessed separately.

"Push the boundaries of what virtual production can achieve and explore new ways to combine reality and digital worlds in storytelling!"

Feedback

Formative feedback on your work and progress will be provided during timetabled lab sessions.

Your summative assessment grade and feedback will be provided through the Moodle submission box. You will be notified once this has been made available.

Additional details of submission requirement(s)

Create a single .zip folder containing your Maya project directory and submit this for assessment. via MOODLE.
The file name of your submitted folder must be formatted as follows:
StudentID_StudentName_ICA
Failure to follow this procedure may mean that work cannot be assessed.
No submissions by e-mail will be accepted under normal circumstances. If you have any difficulties submitting your work through Moodle, please contact n.masih@uwtsd.ac.uk

The maximum file size for Moodle uploads is 100MB.
Therefore, for your compressed ZIP folder to be uploaded to MOODLE, the .zip file must be below 100MB. If your .zip file is bigger than 100MB, please upload your work to ONEDRIVE and upload the URL of your work in the TEXT online submission feature within MOODLE to communicate the ONEDRIVE location of your work to your tutors.
Regardless, it is recommended that you optimise your Maya project folder by removing any incremental saves, or previous scene versions from the scenes folder.

Generic Skills for Employability

CS1	The ability to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity

CS2	The ability to initiate, develop and realise distinctive and creative work through to outcomes, for example images, artefacts, environments, products, systems and processes or texts.
CS3	An understanding of the narrative processes, generic forms and modes of representation at work in animation, media and cultural texts.
CS4	An understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning.
CS5	The ability to anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

Computing-Related Practical Skills (PS)

PS1	The ability to source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources as sustained independent enquiry and to articulate reasoned arguments derived from that process through reflection, review and evaluation.
PS2	The ability to communicate effectively in interpersonal settings, in writing and in a variety of media.
PS3	The ability to organise and manage supervised self-directed projects.
PS4	The ability to work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.

Generic Skills for Employability (GS)

GS1	The ability to apply entrepreneurial skills in dealing with audiences, clients, consumers, and markets.
GS2	The ability to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.
GS3	To enable students to work under guidance and as a member of a team.
GS4	To present students with the opportunity to interact and communicate with a range of audiences in a succinct manner
GS5	To provide an opportunity for students to demonstrate academic rigour appropriate to Honours level by critically evaluating, analysing, designing or implementing web applications and services
GS6	To demonstrate an awareness and understanding of the needs of businesses, the environmental issues and the social context relating to the opportunities and challenges created by the Internet

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills .		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	

4. Practical Application Skills		
	40	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Level 5
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 5	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (3rd / Pass)**	**GOOD (2.2 / Pass)**	**VERY GOOD (2.1 / Merit)**	**EXCELLENT (1st / Distinction)**	**EXCEPTIONAL (1st / Distinction)**
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriat	Engagement with a limited range of mostly relevant and credible sources but with some reliance on	Engagement with an appropriate range of literature, including sources retrieved independently. Some	Engagement with a wide range of literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
academic honesty)	unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	e sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	of referencing.	skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some	Limited knowledge and understanding of the basic underlying concepts and principles within the	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	significant inaccuracies and/or irrelevant material.	subject area. Some elements may be missing.	but lacks depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
sound judgements.)	evidence to back up views.	uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	and logical judgements.	and valid judgements.	evidence and make appropriate and valid judgements.	evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Very weak evidence of different approaches to problem-solving in particular contexts.	of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

INDICATIVE READING LIST

Module Code	**ADGD4005**	
Module Title	**Introduction to Character Animation**	
Classification	**Reading List entry**	**Electronic***
Essential	Shannon, T. (2017) *Unreal Engine 4 for Design Visualization: Developing Stunning Interactive Visualizations, Animations, and Renderings,* London: Pearson Education (US).	☐
Essential	Gauthier, J-M. (2005) *Building Interactive Worlds in 3D: Virtual Sets and Pre-visualization for Games, Film and the Web,* London: Routledge	☐
Further	Tickoo, S. (2020) *Pixologic ZBrush 2020: A Comprehensive Guide,* CADCIM Technologies.	☐
Further	Williams, E. (2021) *Virtual Reality Cinema: Narrative Tips and Techniques* London: Routledge	☐
Further	Falconer, D. (2017) *Middle-Earth: From Script to Screen: Building the World of The Lord of the Rings and The Hobbit,* London: Harper Collins	☐
Further	Doyle, B. F. (2019) *Understanding Design in Film Production: Using Art, Light and Locations to Tell Your Story*, London: Routledge	☐
Further	Dunlop, R. (2014) *Production Pipeline Fundamentals for Film and Games,* London: Routledge	☐
Further	Home Page - The Art of VFX	☒
Further	VFXWorld Magazine	Animation World Network (awn.com)	☒

Further	Art of LED Wall Virtual Production, Part One: 'Lessons from the Mandalorian' – fxguide	☒
Further	RealTime Conference: The World's Premiere Event for Real-Time Technologies	☒

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH